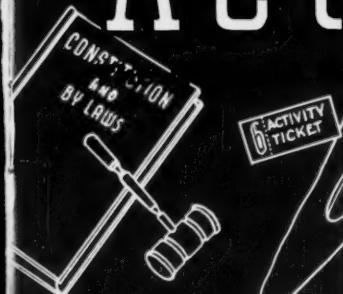


School Activities



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Christmas Pageant Scene—Ames School, Dedham, Massachusetts



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School Activities

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As the Editor Sees It



Time and again in non-professional and semi-professional, and occasionally, we are sorry to state, in professional, literature, the expression "extracurricular activities" is used in connection with "leisure" in such a way as to suggest or imply that the main function of these activities is "to train in the wise use of leisure time." And some of the nons, semis, and pros even connect the two with very direct and positive statements. This conception is entirely wrong and evidence a woeful lack of educational understanding and sagacity.

Every curricular subject—literature, history, mathematics, science, economics, etc., represents to some students more or less a training for leisure. To others it represents varying degrees of physical, mental, social, moral, cultural, vocational, and other types of preparation.

The same is true with activities. Any activity—dramatics, music, newspaper, student council, athletics, parties, clubs, etc., to some students will represent preparation for leisure, largely, but to others it will represent physical, mental, social, cultural, vocational, and other types of preparation.

In short, extracurricular activities can no more be designated as training for leisure than can curricular activities be designated as preparation for vocation.

Should the student council organize a campaign against cheating in examinations? writes one student. It is our opinion that examinations and similar curricular activities are the responsibilities of the teachers and that the student council should have nothing whatever to do with them. If a teacher cannot handle this matter herself she hardly deserves to occupy her position and draw her salary.

"But," perhaps you ask, "would it be proper for the council to promote a campaign for the development of sentiment against cheating?" My Gosh! Just consider for a moment the extent to which a principal would be "thrilled" over such publicity! "Nope"—student council, let cheating in examinations alone. It is not your responsibility.

This current clipping is before us: "The civic clubs of _____ (yes, this city and high school are in the U.S.A.), hope to keep youngsters from racing all over the countryside in automobiles following junior-senior high school proms by putting up money to provide: (1) a professional floor show after the prom, from midnight to 1:15 a.m.; (2) an informal dance at the country club from 1:30 a.m. to 3 a.m.; and (3) a breakfast at the American Legion home at 3 a.m." Quite obviously, this "junior-senior prom" begins at midnight!

A correspondence-from-the-reader column or page is now an important part of nearly all daily newspapers and monthly magazines. There is no reason why it should not be similarly utilized in the school newspaper. Naturally, writers should understand that all such material must be relevant, in good taste, and short. And, just as naturally, they must understand that they do not necessarily have to agree with or support the sentiments of the staff.

One interesting type of such student expression may be patterned after the popular "What Do You Think?" column found in many adult papers. The questions—one for each issue—concern some pertinent school problem, activity, or other item. The answers are short, from one to three sentences, and are given by a very few students, say five or six.

Note that neither of these devices represents in any manner, shape, or form the "gossip-column" idea. Both are based upon significant school affairs, attitudes, activities, interests, and ambitions.

Several state student council associations publish a monthly, bi-monthly, or semester newspaper for their members. The "Iowa Council Courier" is a good example. This neatly printed (not mimeographed), four-page paper is issued four times a year. It contains news, notes, programs, personals, photographs, suggestions, and other material of immediate benefit to local councils. This is a fine idea.

Well, a MC and a H N Y. We'll be seeing you in 1955.

"An avocation frequently becomes a vocation." Participation in various school activities makes school more interesting and stretches the curricular offerings.

Vocational Guidance Through Activities

HOW DID I EVER GET STARTED in the photography business? It's a strange thing but you know I had very little interest in photography much less knowing anything about it until I joined the photography club in high school. Fortunately, the sponsor of the photo club was our science teacher who delved in it as a hobby. He was a nice fellow, very understanding and patient. He encouraged you and helped you and made photography so interesting that a person just couldn't help becoming a bug on the subject. By the way, why are you so interested in my business?"

"It's this way Mr. Papp, you see we are reporters from the school newspaper. We are interviewing some of our graduates who are businessmen in our community. We are interested in discovering how they got their start which will greatly help those students in our school who are considering similar types of work for their vocation."

The incident described above is just one account of many that could be repeated in almost any community. What the writer is attempting to say is that many persons are following vocations which had their origin in some activity in school of a non-academic nature.

For instance, the writer can recall former students who today are pursuing certain voca-

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Director of Guidance

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tions which had their inception in the school activity program. For example, through the inspiration and experience he gained as a member of the radio club in school a former student today operates his own radio repair shop. Another through the aviation club became a great airplane enthusiast so that he set his sights on becoming a pilot. Eventually, he saw service as a pilot during World War II and is presently a pilot for a national airline.

A boy who loved music but was shy was encouraged to join the boys' chorus. Through encouragement and training of his glee club director, he decided to pursue further training and appears to be on his way to success in the musical world.

Another boy with a hankering for acrobatics joined the school gym team and today is an acrobat with a circus. Another student with a yen for writing was encouraged to try out for the school newspaper. Today, she is a journalist in the field of home economics.

Many guidance counselors in counseling their students often overlook the great vocational, or informational values that can be rendered by the activities program in their school. The examples enumerated above by the writer demonstrate just a few of many examples to show how this is feasible.

A wise guidance counselor upon discovering the interest of his students is anxious to have them explore them further. Through books and pamphlets he encourages the student to gain more information about his potential choice.

The counselor may even sponsor career conferences in which he brings in to the school persons who are engaged in the various vocations in which the students are interested. The purpose of this latter procedure is to give the students first hand information.

Yet, in his very own school are some sources, namely in the activities program, the student can

Our Cover

The upper picture was contributed by the Kate Sullivan School, Tallahassee, Florida. It could well be entitled "We Won First Prize!" as it did just that in the city wide outside Christmas Decoration Contest sponsored by the Garden Club. The exhibit was a cooperative school project. The tree was lighted by spotlights and appropriate Christmas music was played during each afternoon and evening before Christmas. See story on page 120.

The lower picture was contributed by the Ames School, Dedham, Massachusetts. It could be entitled "The Shepherds Follow the Star." It is a scene in a Christmas pageant entitled "Back to the Manger." The pageant is appropriate to be presented as a regular Christmas program or Christmas assembly. See story and manuscript for the pageant on page 116.

use to develop and expand his vocational interests. In such cases where the school does not sponsor a particular activity which meets a student's vocational interests such activity can be organized.

For example, for those students interested in teaching, a future teachers club can be organized. Here the prospective teachers can exchange their ideas and thoughts. They can visit colleges as a group. Outside speakers in the field of education can share their experiences with them. Observing other teachers in the subject of their choice or even assisting the teacher or taking charge of the class at times can be another interesting feature of this future teachers club.

Other activities or clubs that can be organized to meet the vocational interests of students are science, engineering, crafts, dramatics, music, athletics, speaking (debating), art, agriculture, conservation, nursing, and others. Clubs when organized in this manner can give valuable vocational information and assistance.

Guidance counselors should not hesitate to encourage and recommend that students pursue their vocational interests in school activities. The counselor should always be alert to exploit the possibility of expanding the activities program to meet the vocational needs of their students.

Frequently, it may occur that a student may manifest no apparent interest in any vocational field. In such cases the counselor by checking the student's scholastic record may discover which is the student's best or most interesting subject. The counselor can explore types of work or vocations which are related to these subjects, and then suggest that the students join those clubs whose activities are related to these vocations.

Knowing a student's hobbies and interests is another starting point for recommending a certain club in which the student should participate.

Every guidance counselor should thoroughly review the activity program in his school and make a list of the possible vocational opportunities they offer. These should be brought to the attention of the students and to the sponsors of the activities. Together, the students and sponsors can then make the activities or club program more effective because of their mutual interests and vocational value especially to the students.

In conclusion it appears in the light of what

was discussed above the activities program can be made more effective than may have been realized. There is good indication that many guidance counselors overlook this source of potential vocational value when counseling students. It is hoped that counselors will tap this source.

Who can deny that any activities program can be justified when it contributes richly to the overall school program by offering the students an opportunity to pursue or discover their vocational interests. Yes, the activity program can become more than just an activity sponsored in a particular period in the school's daily schedule. Its effectiveness depends on the use to which it is put by guidance counselor and school administrators in helping students with their future plans.

Tell It With A Pageant

KARIN ASBRAND
*Ames School
Dedham, Massachusetts*

I know of very few children who do not like to act, even at a very early age. Their imaginations are so versatile that they can as easily become Peter Rabbit as an angel, and in a twinkling they can change into the Wizard of Oz or Uncle Remus. Even the pre-school child likes to dress up in mother's high-heeled shoes and pretend to be something or someone that she isn't. What better time than Christmas to give them the chance to pretend? Take them back to the manger with a pageant.

A pageant will give the children an opportunity not only to act, but to use their creative ability in the painting of scenery, the designing, and perhaps even the making of costumes. Scenery painting can be a fascinating project. Spread the big sheet of building paper on the floor and let the children go to it. It will prove a delightful pastime to most of them.

The scene depicting the hills of Judea, the stars in the blue heavens, one a bit larger and brighter than all the rest, and the peaceful little town of Bethlehem nestled in the background is not too difficult to portray.

The props can also be made by the children, the shepherds' staffs, the kings' crowns, the

torches made from mailing tubes covered with white paper with a lighted flashlight inserted, and red fireproof paper for the flame, and the stars. The manger itself can be a wooden box painted any desirable color, filled with straw, and set on a stand covered with white sheeting.



Make simplicity the keynote of your pageant. The costumes may be left to the ingenuity of the individual child and the teacher who directs the production. The accompanying pictures give a general idea of costuming as well as background. Anything can be called into use. Scraps of silk, cotton, rayon, Nylon, old scarves and kerchiefs, bits of cord and ribbon, jewelry of all kinds for the Kings, and crowns made from gold-colored paper pasted on cardboard. And of course, there must be a silver or gold urn for the frankincense, another for the myrrh, and a bronze or gold box for the gold.

At this particular time when a troubled world is apt to put children's minds into a state of perpetual confusion, it is well to give them something as lovely as a pageant at Christmas to show them that a spirit of good still prevails. They need to realize that once a Child was born in Bethlehem to lowly parents in a rude manger, Who, when He grew to be a Man, lived only to create and spread love, good-will, and peace in a world of hate and turmoil—a Man who was just and good and righteous.

And so we give you a pageant.

BACK TO THE MANGER

A pantomimic pageant

Characters: Reader, Mary, Joseph, the Three Kings, any number of shepherds (4 or 5 is a good number), any number of angels (4 or 5 is a good number), the angel (whose robes and wings may be a little more elaborate than the rest), Jeannette and Isabella serving women from the Inn; chorus (Any number of children in white robes and tinsel head-bands).

The chorus takes its place at right or left of stage just before pageant begins, marching in singing "As With Gladness Men of Old."

READER (comes to right of stage, also

robed): Today we are going to take you back to the manger, for it is Christmas, the birthday of a King. It all happened when the angel appeared to a virgin whose name was Mary, and who was espoused to a man whose name was Joseph. (Curtain is drawn showing Mary seated at center with the angel kneeling at her left holding out an olive branch or a white rose). And the angel said, "Hail, thou that art highly favored. The Lord is with thee. Blessed art thou among women." And she was highly troubled and cast about in her mind what manner of salutation this could be. But the angel said, "Fear not, Mary, for thou hast found favor with God. Behold, thou shalt conceive and bring forth a Son, and shalt call His name Jesus. He shall be great, and shall be called the Son of the Highest, and the Lord God shall give unto Him the throne of His father David. And of His kingdom there shall be no end."

Chorus sings "O Come, O Come, Emmanuel."

Stage is darkened as Mary and the angel exit.

READER (as the shepherds come out on the stage, all sitting cross-legged on the ground): And there were shepherds watching their sheep on the quiet hills of Judea. It was a peaceful night. The stars shone in the sky, but there was one that was bigger and brighter than all the rest that dazzled their eyes with its brilliance. We call it the Star of Bethlehem, and soon we will tell you why.

Chorus sings "While Shepherds Watched Their Flocks by Night."

READER: And lo! as the shepherds watched their flocks, the angel appeared before them, followed by a shining horde of angels. (Angels enter R, and the shepherds all prostrate, hiding their faces). And they were sore afraid.

Chorus sings "Angels from the Realms of Glory."

READER: But the angel said, "Fear not! For I bring you tidings of great joy that shall be unto all men. For unto you is born this day in the City of David a Saviour which is Christ the Lord, and this shall be a sign unto you. Ye shall find the Babe wrapped in swaddling clothes, lying in a manger."

Chorus sings "Angels We Have Heard on High."

READER: And when the angels had gone

away the shepherds rose, and looked at each other, bewildered by what they had heard. (Shepherds rise). And they said, one unto the other, "Let us go to the City of David, which is Bethlehem, and see this thing which is come to pass, which the Lord through his angels hath made known to us." And one said, "How then shall we find this place?" And another said, (One shepherd points to star) "Lo! see yon star which seems to beckon to us. Mayhap if we follow it, it will lead us there." And so they went, following the star until it came to rest over the stable roof, and they went in and found Mary, and Joseph, and the Babe wrapped in swaddling clothes, lying in the manger.

(Screen is rolled away. This should be a plain screen behind which the manger scene is arranged at left of stage, so that when it is removed it shows Mary and Joseph and the manger. It may be rolled back to form a background. Angels take their places on either side of the manger, hands crossed on their breasts. Shepherds kneel at manger.)

Chorus sings "O Little Town of Bethlehem."

READER: And when Jesus was born in Bethlehem of Judea in the days of Herod, the King, behold there came wise men from the East to Jerusalem, saying, "Where is He that is born King of the Jews? For we have seen His Star in the East, and are come to worship Him." When Herod, the King, heard this, he was troubled in his mind. He called his chief priests and scribes together and demanded to know of them where Christ would be born. And they told him, and Herod was angry, and said to the wise men, "Go and search diligently for this Child, and when ye have found Him bring me word again that I also may go and worship Him." And the wise men departed, and lo! the Star guided them to where the Young Child lay. And they opened their treasures, and presented Him with gifts of gold and frankincense and myrrh.

(Chorus sings "We Three Kings of Orient Are" as the three Kings come down center aisle. Then each King in turn sings his own particular verse. They present their gifts, kneeling for a minute at the manger.)

READER: There were other people, too, in the village, that came to see Jesus, sleeping in the manger. For those that were at the Inn heard that there had been no room for two lonely way-

farers that had come on the road to Jerusalem to pay their taxes. They had heard that the woman was young and beautiful, but tired and ill. Yet there had been no room for her at the Inn, so they had taken refuge in the stable. They had heard the baby's urgent cry. They had seen the brilliant light of the Star. Perhaps they had even heard the angels sing, "Glory to God in the Highest, and Peace on Earth, Good-will to Men." Such were Jeannette and Isabella, serving women at the Inn, who came with their torches to see Him and do Him homage, bringing wine and cakes for His Mother. (Jeannette and Isabella enter R, one carries a jug of wine, the other a silver plate of cakes. Each carries a torch made from mailing tubes covered with white paper with red fireproof paper for flame, and lighted flashlight inserted. They set down their wine and cakes, and kneel for a moment at the manger, finger at lips.)

Chorus sings "Bring a Torch, Jeannette, Isabella."

READER: And even as these people came to worship Him then, so we come to worship Him today. For He came that we might have light, and have it more abundantly. He came that we might have peace and good-will. That we might know the forgiveness of sins.

(Chorus sings "O Come, All Ye Faithful," as all who are kneeling rise, bow to the manger, and walk out, either down the middle aisle, or off stage R, first the Kings, then the shepherds, then Jeannette and Isabella, leaving only Mary, Joseph, and the angels.)

READER: It was quiet and peaceful in the stable after the people had left, and Mary heard only angels' voices and the flutter of their wings as she and Joseph slept fitfully. And the angel, which had also appeared unto the wise men, warning them not to return to Herod to tell him where the Baby lay, for Herod threatened to destroy Him, also appeared to Joseph. (The Angel steps forward to Joseph's side, as Joseph sits and sleeps, and holds up a warning hand) saying, "Arise, and take the young Child and His Mother, and flee into Egypt, and be thou there until I bring thee word; for Herod will seek this Child, and destroy Him." But on that first holy night in Bethlehem, there was peace, and Mary's heart rose in exaltation, for she knew that the Lord was watching over them.

Chorus sings "Silent Night."

A Christmas program produced by science students involves writing, making materials, participation; supplements classwork, develops interest in astronomy.

An Assembly of Stars

THE ASSEMBLY COMMITTEE asked the Science Department to prepare a program for the Christmas assembly about the stars. At the moment, this appeared to be quite a problem. Perhaps something could be done about the Star of Bethlehem, which is mentioned so often during the Christmas season.

The eighth grade science class had been studying a unit about the stars and other bodies of the universe. Many volunteers were obtained from the class to make a committee to work on the project.

The first thing done was to make a list of suggestions, one of which was to write to the Buhl Planetarium at Pittsburgh, Pennsylvania, to find out if they had any information about the Star of Bethlehem and other stars visible during the coming Christmas season. Fortunately they had some issues of *The Sky* magazine which presented several theories concerning what the Wise Men had seen.

Using the information contained in *The Sky* magazine as a basis, the students developed an appropriate script.

The next step was to decide on the material needed to show the effect of actually seeing the stars in the sky. The committee decided to try this by making lantern slides and using them in a lantern slide projector. The screen was made of a wooden frame, approximately ten feet square, upon which was tacked deep blue construction paper. This proved very satisfactory. The screen was placed at the back of the stage, about three feet above the floor.

After some experimentation they discovered one of the best materials to use in making a slide of the sky was a Manila folder cut to the size of regular lantern slides.

Construction paper could also be used but care had to be taken that the slides did not become too thick to fit into the holder of the projector. This material, being opaque, would not permit light to pass through except where holes had been punched with a pin, giving the appearance of stars on the screen. The number of holes was determined by trial and the pattern was irregular.

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The paper was placed between two clear glass plates and bound with tape, making it permanent and easy to handle. A small label with the name of the slide on it was then placed in the corner for identification and to get it in the projector in the proper position. This slide was kept on the screen as a permanent background.

Slides were constructed showing the three theories of the "guiding star." One slide was made showing a comet to represent one of the theories, but this explanation did not seem likely since a comet would not have been seen in one part of the sky for a very long time, as was the Star of Bethlehem.

Another slide was made of the three planets, Mars, Jupiter, and Saturn, which were passing each other very closely in line of vision, giving the appearance of a single bright star.

A third one was made to represent a Nova, a star which suddenly increased its light and energy output tremendously, and then sank to its former relative obscurity. This explanation seemed more logical than the other two. The problem of brilliancy of the Nova was met by regulating the current of electricity by means of a rheostat. Also, it was projected on the screen at the same time that a flash bulb was lighted to produce the unusual effect of brightness and sudden appearance.

Other slides made and used were the Big Bear, Little Bear, Draco, Orion, Cygnus, and Cassiopeia. These were used because they could be recognized during the season and all had a familiar figure to help remember them. All students were urged to make at least one of these, the best of each being selected for the program.

These slides were made by cutting out the body forms of the constellations from the Manila folder, then pasting over this a piece of typing paper, which would permit some light to pass through. The positions of the stars in the con-

stellations were again put in with pins, making the hole represent the relative size that the star appeared to be in the sky.

By using a rheostat with a second lantern slide, the constellation could be made to appear as a body form, which would gradually disappear so that just the stars would be seen. These were made brighter or dimmer, depending upon the results desired, through use of the rheostat. This was the part which was most impressive.

Still another slide was made to show the position of Venus in the sky on Christmas eve at about nine o'clock. A final slide was made showing all the previous constellations and planets in their relative positions in the sky at that season of the year, which acted as a summary to bring the parts together as a whole.

As all of these were being shown the students were acting and talking on stage, using the script they had written to accompany the slides. The scene took place on Christmas Eve. Some carolers were passing an astronomer's home. He invited them in for refreshments and during the conversation they began asking questions about the stars, which he proceeded to explain and demonstrate.

Since the room was darkened for the demonstration, a device was needed to point to the stars on the screen. The astronomer used a 2x2 slide projector, placing a piece of construction paper over the lens with just a small hole in the shape of an arrow to permit the light to pass through.

The assembly provided an excellent learning situation for the students as well as an interesting and informative program for the audience. Great value was derived by the students through writing the script, making the materials, experimenting, participating in the program, supplementing classwork, and developing interest in astronomy.

Our Singing Christmas Tree

MYRTLE C. BURR
Kate Sullivan School
Tallahassee, Florida

"We must be thinking of our school's Christmas Decoration," said our principal at faculty meeting one November afternoon.

"O, let's have a Singing Christmas Tree," said yours truly. "I have read so much about the Living Christmas Tree. We can't have that, but we could have dolls to look like they were singing!"

"Well, Mrs. Burr, I'll appoint you chairman of a committee to work this out," said Mr. Ashmore.

So, our activity began! I called for volunteers to serve on the project; and everyone helped. Mrs. Watson and her combined fifth and sixth graders made all the doll heads of papier maché.

Mr. Crosby, our head-custodian, and two of our men teachers built the frame.

Our principal, Mr. Ashmore, arranged with one of the county maintenance men to make the star. The county crew was also called upon to haul the pines from the Chaires' farm. (Mrs. Chaires is one of our teachers.)

One of our patrons gave us the use of a commercial automatic record player. It was placed in the Library above the "tree" and tirelessly pealed forth the beautiful old carols—as well as contemporary favorites.

Two workshops were held. One afternoon the primary teachers met and "dressed" the dolls in green oilcloth surplices with red ties. A pretty blond was dressed as an angel, in white oilcloth, with silver wings.

The next afternoon the teachers of the intermediate grades assembled the "choristers" with the "angel" in the apex under the blue lighted star.

Two other teachers painted a lovely sign with red luminous paint on strips of weatherproof window shades.

About two days before the final assembling, the Garden Club of the City announced prizes for the winning decorations. Up to then enthusiasm over the unique design of our school decoration was shared by teachers and students alike. But after that announcement, all of us harbored a secret hope for honorable mention at least.

At last the glorious holidays began. Two outdoor spotlights were turned on our choristers, the record-player (seemingly) placed the beautiful music in their throats for five hours each evening.

The weather was fine. The children in the

neighborhood near the school, assumed the responsibility of acting as guardians and all went well.

Sunday's paper carried a picture of our decoration with the announcement that the Garden Club had awarded Kate Sullivan School first prize for the best of school decorations.

The inter-school athletic program—intramural games included—can be of much value to secondary school students and other citizens in the community.

Aims of Athletics

WHOMO WOULD CONTEND that one should stay away from the theater unless he acts on the stage? From the orchestra recital unless he plays his instrument? Yet, there are those who argue that one should not go to the stadium or gymnasium unless he wears an athletic uniform. Dramas and orchestras would be discontinued if they had to play to empty houses, and so would athletics—and should!

Weaklings who could not make the team have been yapping for forty years about bleacher athletics and "spectatoritis," but they have not asked for a prohibition of opera houses and concert halls. Now the most widely circulated educational periodical in the land comes out with the discovery that "In some high schools, athletic activities seem to be conducted more for the entertainment of spectators than for the education of players."¹ Certainly! Why not? That is how athletics got its main impetus and is chiefly why it is perpetuated.

The NEA article is largely a summary and eulogy of *School Athletics: Problems and Policies* by the Educational Policies Commission of the month before, and it seems to assume that the values of athletics accrue to the participants only. But there is another point of view.²

People who criticize athletic sports often argue somewhat this wise: Here are 20,000 people idly viewing a contest in which 18 baseball players are taking part. The proportion of the idle to the active is more than 1,000 to 1. Such a statement does but scant justice to the facts. There is an unsuspected quantity of muscular activity among the spectators as they watch the game, and they often find that they have earned a wholesome fatigue when it is

Thirty-two teachers, a principal, a custodian, some maintenance men, and one thousand students swelled with pride that their school had gained due recognition; and we were all filled with a true Christmas spirit that only democratic participation and unselfish motives could give us.

J. R. SHANNON
Del Mar, California

ended. As they bend forward or rise in their seats, perhaps giving vent to cheers or imprecations, as they flush and tremble, now holding the breath and now gasping or sighing in the stress of their feeling, we cannot question that both the skeletal muscles and autonomic system are being strongly played upon. It is only when the game is very one-sided or the on-looker is very blasé that the hour passed in the grandstand can be classed as idle.

The Harvard Medical School representative then went on to develop a further point regarding physical-health values for the fan through large-muscle activity, and concluded his discussion by saying: "We have attempted to make the point that all emotion is exercise, and that, accordingly, emotion in moderate and reasonable variety is a source of general development; in short, of training."³

A. A. Brill, noted psychiatrist, emphasizes the cathartic value of vicarious experience through bleacher athletics.⁴ If a fan sees a good game once a week, he is safe for democracy for the ensuing seven days. The fan who vicariously swats a baseball or kicks a football, through his support of high school athletics, will be less likely to treat his friends or family the same way. Also, he will be happier because of the release of his nervous tensions and the inflation of his ego through identifying himself with the team.

For the entertainment of spectators? Yes. But not just their entertainment. For their physical and mental health, too, say Doctors Stiles and Brill.

1. "Athletics for All," *NEA Journal*, 43:144-145, March, 1954.

2. Percy G. Stiles, *The Nervous System and Its Conservation*. Philadelphia: W. B. Saunders Company, 1924, p. 193.

3. *Ibid.*, pp. 193-198.

4. Abraham Arden Brill, "Why of the Fan," *North American Review*, 228:429-434, October, 1929.

Since when has entertainment been taboo? The NEA at a much earlier date (1918) posited *worthy use of leisure time* as one of its famous Seven Cardinal Principles. Leonard V. Koos, in a reconstituted formulation of aims and functions of secondary education, made the same principle more specific by calling it *recreational and aesthetic participation and appreciation.*⁵ This formulation was distilled from authoritative writings by leaders in secondary education over a period of seventeen years, and it clearly recognizes the desirability of one's enjoying athletics from the side line. There are but few forms of recreation which are any more wholesome.

Arthur L. Trester, late Commissioner of the Indiana High School Athletic Association, while addressing a meeting of the City and Town Superintendents Association, said "Our people are all dressed up and they must have some place to go. High school athletics gives them something to yell for." Educational values, social values, moral values? Yes. But for the entire school and community as well as for pupils in physical education classes. It is not a matter of either-or, but of both performers and fans.

5. Leonard V. Koos, *The American Secondary School*. Boston: Ginn and Company, 1927, Chapter IV.

A Winless Season

FRED B. DIXON

Principal

John Marshall High School

Richmond, Virginia

In his book *Extracurricular Activities*, Dr. E. K. Fretwell, after stating that athletic loyalty usually means cheering while the team is winning, quotes Oliver Wendell Holmes as follows:

"To brag a little—to show up well, to crow gently if in luck—to pay up, to own up, and to shut up if beaten, are the virtues of a sporting man."

To "shut up if beaten" is a virtue all right, but just this one time I would like a brief word. For nearly a quarter of a century, I have felt that it was not good for a team to win all the games in a given season or to lose all of them. There are, however, more values in a winless season than I ever thought possible. First let's look at the record for last fall:

	John Marshall	Opponents
Warwick	7	14
Granby	0	14
Highland Springs	0	7
Hermitage	6	7
Hampton	0	61
Hopewell	0	33
Alexandria	Cancelled—Snow	
Petersburg	6	19
Thomas Jefferson	0	6

A reasonable question, but one which I probably cannot answer to your satisfaction is this, "Just what values do you see in a completely winless season?" It could be bragging a little or it could be wishful thinking, but I would like to suggest these.

First, the boys kept their chins up throughout the winless season—this is more than learning how to take defeat—this is sustained application in the face of repeated defeat.

In the second place, the team for the winless season came up with the best football banquet I have ever attended. How? One of the fathers, Mr. Eugene B. Luck, Vice-President of the Wortendyke Manufacturing Company, had the idea, paid the bills, secured the music, and arranged the entertainment.

And now just a word about the school spirit here this fall. It was the best we have had in any of the eight years I have been here. Why? I do not know but one of our seniors wrote as follows:

"School spirit here at John Marshall proved to be very successful this year. The School Spirit Commission worked harder than ever to put the idea over to the students as to how much fun it would be for everyone to work together and to cooperate with the School Spirit Commission of the Student Association. Many new and interesting ideas, and projects to work with gave everyone the pep and enthusiasm that they needed to make this term the best. The lost games were not defeat for us, for we found what we had been looking for—School Spirit."

No, we did not win a football game in the fall of 1953, but all is not lost. The boys did not give up, and school spirit was never better and thanks to Mr. Eugene B. Luck the team had a "never-to-be-forgotten" banquet at the end of the season.

P.S. Our basketball team won the State Championship last winter—so a winless football season in the fall does not completely wreck the school year.

Participation in school activities should be demonstrated before student audiences to illustrate procedure and promote further participation and interest.

The Debate Team Should Be Seen and Heard

HIgh schools, don't hide that debate team! This is good advice. For the student debate team is one of the best show pieces that the high school has. It can be used not only as a show piece around the school, but also in the same way at other schools for special purposes.

To take the latter case first. Several years ago some high schools in Southern Colorado were trying to develop interest in speech and debate among their students. Only one school in the conference, Las Animas, had advanced far enough with debate to participate in the larger competitive contests which were held in Colorado that year.

To aid in stimulating enthusiasm, the Las Animas debate team traveled to one of the other high schools to put on an exhibition debate among themselves. A sizable and curious group of students from that school visited the auditorium and watched the proceedings with interest. When it was finished, the group showed its appreciation with applause, and the faculty expressed its appreciation for the performance.

This exhibition debate served these purposes: it introduced debating to people who knew little or nothing about it. It was a convincing demonstration that there was something to this debate business. Furthermore, since those who participated in the debate were other high school students (and competitors of the school in other things), it showed the student audience what was being done elsewhere.

The long range results of such a presentation cannot help but be beneficial, although the short range results may be detrimental (i.e. the other school might not want to engage in competition with you that year with what they have).

In the teacher's own high school, an assembly program might be a good place for the team to stage a program of individual speeches or an exhibition debate. Although debating doesn't seem to be an activity which arouses great interest in the high school, students are interested in students. They especially like to see them "doing something." Generally the debate team attracts those people who are most interested and talented

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along speech lines. If it is planned and presented in a well organized way, this kind of speech program will be entertaining and interesting and will be well received by the student audience.

Furthermore, the program will enable the teacher to show the value of public speaking.

Also in one's own school, the debate team can help the teacher teach speech classes. A properly timed and introduced appearance of the team, putting on a portion of a regular debate, can prove to be an effective demonstration of the value of speech training, as well as an example of what results can be expected if one applies himself.

Further, the teacher shouldn't overlook the possibility of using his team to demonstrate debate when he reaches that part of his program in the speech class. Debate procedure, as well as the meaning of such terms as "proposition," "constructive speech," or "rebuttal," can be more effectively shown by people who are trained and experienced in debating.

Finally, since debaters are usually the people most interested in other speech activities, as well as governmental or social affairs which make up the substance of debate propositions, they can be used in other ways, either in the high school or in the community. When a program calls for people with speech talent or discussion experience, the teacher can always turn to the debate team as a likely source of talent. In the latter case, it should be remembered, of course, that high school debaters only reach a certain level in their understanding of problems involved, even in the debate proposition.

So, show off that debate team! Speech work and debating should develop extrovert characteristics. But they can't do it if the debate team is kept in the background. Besides, other useful purposes can be served by letting the speakers perform. The school as well as the community program can be helped by arousing interest in speech.

Christmas Scenes from Mexico

DOROTHY B. HIATT
Instructor of Spanish
Marana High School
Marana, Arizona

Since our high school is very small, we would have only enough students in the Spanish classes to divide into two groups to give the following scenes. One student would act as the reader throughout the program.

Reader: Today the Spanish classes want to bring you scenes from the Christmas season in Mexico.

The Posadas begin December 16 and continue each night until Christmas eve. They represent the Bible story of Mary and Joseph when they arrived at Bethlehem looking for shelter. In English, posada means shelter.

Each of the nine nights, a group of friends form a procession and go to the homes of their friends seeking entrance. Each person carries a lighted candle and a clay or wooden image which will go in the Nativity scene to be constructed later. The two carrying the images of Mary and Joseph lead the procession. The procession goes to several houses and are refused shelter. Finally, the people are admitted to the last house where they set up the Nativity scene called the portal. Later they enjoy dancing and a large dinner. The children break a piñata.

SCENE I: Group I enters, each person carrying a figurine for the Nativity scene and a lighted candle. The students are dressed in Mexican costumes. The auditorium is dark, except for the light from the candles. The group sings *Noche de Paz* (Silent Night) as the curtains are opened.

Noche de paz, noche de amor,
Todo duerme enrededor.
Solo suenan en la oscuridad
Armonias de felicidad,
Armonias de paz, armonias de paz.

Noche de paz, noche de amor,
Todo duerme enrededor.
Sobre el santo nino Jesus
Una estrella esparce su luz,
Brilla sobre el Rey, Brilla sobre el Rey.

Noche de paz, noche de amor,
Todo duerme enrededor.
Fieles, velan alli en Belen
Los pastores, la madre tambien
Y la estrella de paz, Y la estrella de paz.

Following the song Joseph knocks at several "doors" on the stage and is refused admittance. Finally the group is admitted and the procession leaves the stage. **Curtain.**

SCENE II: Group I, still dressed in Mexican clothes, is inside a home setting up the Nativity scene. After they have taken a few minutes to finish, the students sing *Pueblo de Belen* (Oh, Little Town of Bethlehem).

Oh pueblo de Belen,
La cuna de Jesus,
Bendito pueblo de Belen,
La cuna de Jesus,
El Rey tan adorado,
El santo Redentor;
El Rey que vino al mundo
A darnos paz y amor.

Oh pueblo de Belen,
La cuna de nuestro bien,
Sagrado pueblo de Belen,
La cuna de nuestro bien,
Ya brilla en tus calles
Un bello resplandor;
Ya brilla en el mundo
La eterna luz de amor.

Curtain.

SCENE III: Group II, dressed in Mexican costumes, are gathered around one person who is blindfolded, holding a large stick. A colorful pinata is hung in the middle of the stage. The blindfolded student is turned around several times and tries to hit the pinata, but fails. Two or three other students try, finally breaking it. Everyone rushes to pick up the candy and nuts which fall to the floor. Then the group stands and sings *Dias de Navidad* (Deck the Halls).

Navidad, Navidad
Tra la la la la, la la la la!
Todo el mundo canta, canta
Tra la la la la, la la la la!
Que alegría, que alegría!
Tra la la la la la la!
Todo el mundo canta, canta
Tra la la la la la la la!

Es el tiempo de alegría,
Tra la la la la, la la la la!
Todo el mundo esta contento,
Tra la la la la, la la la la!
Que alegría, que alegría!
Tra la la la la la la!
Todo el mundo esta contento,
Tra la la la la la la la!

Curtain.

Reader: On January 6, Spanish-speaking children receive their gifts. They set out their shoes on the balconies for the Wise Men to fill with gifts. Sometimes they fill their shoes with straw for the camels which the Wise Men ride.

SCENE IV: Three students dressed as the Wise Men, carrying bags of gifts, walk across the stage, putting gifts in shoes which are there. All

the students at the back of the stage sing Los Reyes de Oriente (We Three Kings).

Reyes de Oriente son,
Van en busca de Jesus;
Por la tierra van guiados
Por una estrella.

Chorus Oh bella es la santa luz,
La maravillosa luz
Que los guia al pesebre
Del divino Rey Jesus.

Reyes de Oriente son
Que caminan hacia Belen;
Van a contemplar el rostro
Del divino Rey.

Chorus Baltazar, Gaspar y Melchor
Van en busca de Jesus
Llevan dones de incienso,
Oro y mirra.

Chorus

Curtain.

SCENE V: Group, still dressed in Mexican costumes. Curtain opens showing row of shoes

filled with gifts. Children rush out, pick up gifts and examine. Later they stand and sing Paz en la Tierra (Joy to the World).

Paz en la tierra, paz y amor,
Que ya ha nacido el Rey,
Cantemos con el coro en los cielos,
Adoremos al nuevo Rey,
Adoremos al nuevo Rey,
Adoremos al nuevo Rey, al santo Rey.

Felicidad, felicidad,
Ya reina el nuevo Rey,
Y dulces voces le glorifican,
Alabemos al nuevo Rey,
Alabemos al nuevo Rey,
Alabemos al nuevo Rey, al santo Rey.

Curtain.

Reader: We would like for you to join us in singing the English version of Joy to the World.

The lights are dimmed and the words appear on a screen which has been previously set up at the side of the stage.

Seniors earn money for their class treasury the hard way—find out how the “other half” live, who also make their constructive contributions to society.

A Real "Field" Trip

ACARROT FIELD may not be the most modern of class rooms, but it can't be topped for downright learning. During a "field" trip we learned of a code of honor, saw more of the eternal struggle to feed and clothe self and family, and were more than ever vividly impressed by the "equality of men."

It all started in our senior civics class at Glendale, Arizona. Modern problems were being discussed. Governor Pyle had issued a call for farm laborers to help in Arizona's cotton and vegetable fields. We talked about it and wondered what it would be like to have to earn a living by doing manual labor and what conditions actually existed in the fields.

At the end of the period, Don Hazzard, the senior class president, came in and asked our class to help enrich the senior treasury. Like a bolt of lightning the idea struck.

By calling the farm labor division of the state employment service we found that the Isabel-Hartner Ranch near Glendale needed carrot topers. The man at the office was very helpful and cooperative. He told us that he would be most happy to get the class a temporary job. We as-

RUTH COOK
Glendale High School
Glendale, Arizona

sured him that all of us would do our best and would not loaf on the job.

The next step was to see Dr. Robert Ashe, the school superintendent. Max Kaslo, our civics teacher, convinced Dr. Ashe that our proposed project was worthy of his excusing us from school for one day.

As the day approached we began to worry. "It's sure going to be cold out there. I'll probably break my back. Whose idea was this crazy stunt anyway?" These thoughts began to cancel partially the visions of dollar signs and a day of fun away from school that we had been picturing.

We had made a bargain though and we were determined to see it through. At 7:30 one bright Thursday morning, thirty members of the third period civics class assembled in a half frozen, muddy field that showed what seemed to be thousands of acres of green tops.

It was cold that morning and we were a mot-

ley looking crew that probably wouldn't have been recognized by the rest of our schoolmates. Layers of warm clothing, scarves, hats, several pairs of stockings, old shoes, and canvas gloves are not generally accepted as a mark of a teenager of distinction.

At nine o'clock the field boss and our co-workers, two truckloads of Navajo Indians, arrived. Though he was frankly skeptical of our ability to do him or the carrots any good, he showed us the proper procedure to follow. He explained that the tractor would go down the rows first, loosening the vegetables. Our job was to pull the carrots in a center row first, then pull from the rows on each side, stacking all the carrots in the middle row. Next step was to snap off the tops and put the carrots in bushel baskets.

By nine-thirty, everyone was busy. We were pleasantly surprised to discover that our fears were unfounded. The work wasn't terribly strenuous and as for the cold—after fifteen minutes of work, the field was strewn not only with baskets of bright orange vegetables but with discarded clothing as well.

There is no social distinction in the carrot field. On my right was our student body president, determined to do as good a job topping carrots as he did conducting a student council meeting. And further down the row was our salad bowl princess who still looked pretty in spite of raw hands and a smudged face.

Mr. Kaslo was no exception either. He worked with us, side by side, basket for basket. A teacher who was already greatly admired, he won a new vote of respect that day.

The first hour our number of full baskets surprised everyone. However, as the day progressed, our fast work rate began to drop.

The silent Indians who worked with us showed signs of amusement as we joked and sang while we worked. We thought they were pretty funny too. Little braves not big enough to show above the rows sat and talked to themselves while they made mud pies.

By ten-thirty we had eaten all the carrots we could stomach. There were surprisingly few loafers. The few who did fall behind everyone else were the ones who generally cut up in class. The same hands that ordinarily shot spitballs were the ones that got a kick out of throwing

mudballs and carrots at workers who were doing their job.

Promptly at noon, the whir of tractors and rumble of the big, clumsy field trucks stopped. It was one of the most interesting sights of the day to watch big, fat squaws with four or five children shyly clinging to their skirts as they passed us to prepare the noon-day meal. Most of them ate fried tortillas, washed down with pop from a truck that was parked at one end of the field.

Instead of resting during our time off, we walked around looking at our fellow-workers. We found that besides ourselves, there were only about ten or eleven white people.

Way down in one corner of the field we saw a comically pathetic apparition. A family of "fruit tramps" who follow fruit and vegetable seasons for a living had saved money by rigging up their car to serve as a house. The old model car had sleeping beds and a stove was situated in the trunk. Two small children played as happily on their running board "door step" as if they were sliding down mahogany bannisters in a mansion. The tired, worn mother beamed as she proudly held her tiny baby for our inspection. The baby sleeps in the car while her parents are working.

We found that the only person who didn't seem to trust us was a strange looking lady in a sunbonnet. She had her dog tied to a basket close to her all day and watched us as though we were a band of dognappers.

The Indians were friendly and shyly helpful all day, after they found we weren't out to take their bread and butter from their mouths, but were out for only one day to find out first hand the conditions that exist in the fields. They all hastened to assure us that they lead a most satisfying life. "Why," said one, "my wife and me make \$10 a day once in awhile. That feeds our seven kids and us better than ever before."

One o'clock found only nineteen of our class left. Two star basketball players were under orders to leave at noon and the others who left had to go to work elsewhere.

At four o'clock we called it a day. Even after stopping work, it seemed as though all we could see in front of our eyes was carrots.

We waited expectantly for our pay. It would have been a disappointment if anyone had come only for money. We had averaged 19 cents

apiece per hour. The \$44.00 went into our class treasury.

In spite of the low monetary gain, no one was sorry for the experience. We learned many valuable lessons. No honest job should be belittled. A code of honor exists in a field the same as any place else. Didn't we leave our full baskets unguarded while waiting for checkers to count them? In fact, the field boss kept all the wages for a day in the trunk of his car.

We also learned a lesson in cheerfully accepting what life has to offer. Not one of the little children trying to keep warm early in the morning or trying to amuse themselves in the

afternoon voiced one complaint to their parents.

Carrots, carrots, carrots — one's brain is soon numbed by the orange vegetable and green top. Snap the top, drop into the box, presently all senses other than those used to snap and drop are lulled into a state of inertia. Carrots, carrots, and more carrots stretch a day into an eternity of not thinking. Some people may be satisfied with such an existence, but most of us reached the conclusion that we would go to college or in some way try to further our formal education.

None of us wanted to make a day in a carrot field one of necessity.

The publication of a yearbook involves many enlightening experiences for students on the staff—provides a priceless record of experiences and events.

Publishing The High School Yearbook

SCHOOL PUBLICATIONS have generally undergone a tremendous increase during the past quarter century. In 1941 a survey showed 3,000 really good yearbooks being published and the total cost of all school publications generally running into millions of dollars.

The objectives of school publications:

1. They furnish an opportunity and a stimulus to students for creative expression.
2. They provide an exploratory experience in vocational fields — (writing, photography, clerical work, typewriting) in the case of the yearbook.
3. They provide a record of school events.
4. It is an effective agency for interpreting the school to the public.

In Bloomfield we publish a senior yearbook whose title is Memories. This book is financed and backed by the senior class. Every class member receives a copy if his class dues are paid. The book carries no advertising of any kind. There are three advisers for the book. One is in charge of the literary work, one in charge of art, and the writer handles the photography.

Staff Selection: For several years our staff was selected by individual advisers from the ranks of capable students. This, however, did

WILLIAM A. WILLEVER
Photography Adviser
Bloomfield High School
Bloomfield, New Jersey

not seem to be an ideal set-up and we looked around for a more democratic method of selection and came up with the following idea. A class meeting is held and each of the three advisers speaks to the class describing the type of jobs open on their staffs and discussing, somewhat in detail, the qualifications needed to become an editor in Literary, Art, or Photography sections of the staff. The duties of each editor are outlined for them and the same procedure is followed with regard to qualifications and duties of staff members.

Interested students are asked to fill out an application for the job in which they are interested. Students are given at least one week to complete their applications. When all applications are in, the adviser of each staff reviews the applications for his staff. He may investigate such things as: scholastic record, attendance record, citizenship marks, or number of extracurricular activities engaged in.

The adviser may also send blanks to subject teachers asking for comments on each individual. This is usually followed up by a personal interview with each applicant. Then each adviser

may make a list of tentative recommendations for staff positions.

A meeting is then held with a committee composed of the two senior class advisers, two senior guidance advisers, three yearbook advisers, and at least two teachers of senior English. This committee goes over the qualifications of applicants who seem to meet all requirements and make the actual selection.

Selection of the staff is usually completed in April so that a contract may be signed with the printer for the next book. Other items such as selection of a theme, number of pages in the book, number of seniors to go on a page, color and type of cover, division pages, et cetera may all be disposed of before the start of the senior year.

Photography: The photography staff starts its work in April as soon as organization is completed. The spring sports: baseball, tennis, golf, and track are photographed for inclusion in the next book. This requires pictures of the team and coaches, individual pictures of each senior, and many action shots of games and meets. This is made necessary by the fact that our last deadline for giving material to the printer is usually March 15.

A class list must be made up in the spring so that arrangements may be made with the photographer for a sufficient number of days to take all senior portraits. All portraits are taken in the studio in town. Students are scheduled during eighth period if free, or after school until 5:00 p.m.

Evening appointments are required for students playing football or working; as these pictures are taken early in September. A list of students assigned each day must be sent to the studio. This list is returned the next day showing the negative number of each student taken. Absentees must be contacted and rescheduled. This procedure continues until the last picture is completed.

In the fall, pictures of the football team and coaches, both as a group, and individual seniors, are taken. Action shots at the games are many and varied. Pictures of the band, twirlers, flag wavers, cheerleaders, military drill teams, et cetera are taken.

Individual informal pictures of faculty members are scheduled and taken as early in the year as possible.

Candid shots of classes in session, student council meetings, clubs, school stores, cafeteria scenes, and individuals in informal situations must be carefully scheduled and planned. For most of our photography work, we have a professional photographer, but a student photographer does take those things which crop up when the professional photographer is not available.

In scheduling any type of picture much "leg work" and consultation is necessary between student staff members and faculty club and class advisers. It is highly important that the photographer have a full day's work, that the day run smoothly, that the work scheduled be completed, and that the school day be disrupted as little as possible.

Orchestra, a cappella choir, serenaders, et cetera are taken in January, closely followed by basketball.

When glossies are returned by the studio the staff must critically inspect each picture for defects. If none are found, each one must be identified and have the exact page and position on the page plainly written on the back.

Deadlines are set for January 15, February 15, and March 15, and one-third of the book is due on each date. Importance of meeting these dates must be stressed to students. Be sure date of delivery is plainly specified in the contract.

We use the offset process in our book. We find it has these advantages over the letterpress method. 1. It is cheaper. 2. It is possible to have much more interesting arrangements of pictures. 3. Any shape of picture may be utilized without additional cost. 4. The contract price is strictly adhered to. Our experience with letterpress has been that there are always additions to the bill.

Page-proofs and Van Dykes of completed work are furnished by the printer and enable the staffs to proofread and check the accuracy of the completed work.

Statistics, MEMORIES 1954: Number of pages—180; number of copies—550; cost of 1954 book—\$3,600.

An instructive and interesting assembly program can be presented by means of a liquid air demonstration with the instructor and students participating.

An Assembly Program in Chemistry

THE SCIENCES LEND THEMSELVES LEAST EASILY to treatment in an assembly program, among all of the subjects of the high school curriculum, even though the field offers unlimited opportunities for the development of such assembly and auditorium programs. The opportunities for the presentation of unusual and startling experiments and effects are vast, but certain obstacles are presented by science at the same time. The most important of these obstacles are: the very nature of this discipline—it is difficult to present verbally to a large audience while holding its active interest, any illustrative matter must be very large in size, so as to be visible, and much of its language and many of its concepts are esoteric.

Essentially, there are only three types of material that are suitable for assembly programs in chemistry, or any other pure science, for that matter. The first type of material is pure chemistry, and consists of such aspects as principles, laws, methods, and history.

The second type of material consists of applied chemistry, and this type undoubtedly lends itself most effectively to the understanding of the largest percentage of the audience.

Finally, "chemical magic" appeals to the interests of the audience, and holds its attention most effectively, but such startling effects in themselves are very poor teaching tools. The most desirable assembly program will utilize all three of these types of material.

Undoubtedly, many effective chemistry programs have been presented in high schools throughout the country, but certainly some of them could be improved by a more liberal use of funds for equipment, and also by a more active participation of the students.

Harold J. Abrahams has presented many such assembly programs to certain groups of students in Central High School, Philadelphia, Pennsylvania, but his programs do not lend themselves to active participation by the students. One of his first programs, Nuclear Fission and Atomic Energy, consisted of a twenty-five minute lecture, with illustrations, presented in assembly to 1,000 junior and senior boys.

DONALD L. GEISER
Miami High School
Miami, Arizona

Although presented to high school junior and senior boys, Nuclear Fission and Atomic Energy has been found to be suited also to the needs of adults of nonscientific background and could be used by science teachers who might be called upon by community organizations for such a service.

Abrahams has recently presented other lecture assemblies at his high school, the most publicized ones being Radioactive Isotopes, The Catalysts of the Human Body, The Human Body and the Chemical Capers of its Elements, and The Hydrogen Bomb.

Liquid Air Demonstration

Stage Direction and Student Participation

At all costs, the stage must be well-lighted, as most of the apparatus to be used is rather small, and will be difficult to see from the back rows of the assembly. The stage should contain three large demonstration tables, well toward the front, and the audience should be seated well toward the front of the stage from out in the assembly hall.

Curtains should be arranged so as to give a very shallow stage, and no excess equipment should be present on the stage to detract from the experiments. At least two gas outlet jets are necessary, and must be located toward the front of the stage. Demonstration equipment should be neatly arranged on the three tables, so as to be visible to all when used.

At least five chemistry students should aid the instructor in the demonstrations. When not performing an experiment, these students should stand well out of the line of vision of the audience. All lecturing is to be done by the instructor, as well as the performance of dangerous experiments.

Preceding the assembly period, all experiments should be performed in the chemistry laboratory by the instructor or the student demonstrators. Any difficulties must be ironed out before the actual demonstration is presented to

the student body. If any of the experiments repeatedly offer difficulties before the program, they should be completely discarded from the program, or presented by the instructor. Student demonstrators must be well informed about the hazards of the experiments.

Equipment

Chemicals: 5 liters of liquid air (in metal Dewar); 5 lbs. mercury; 200cc. alcohol (methyl or ethyl); 200cc. kerosene; 5cc. red lead; 5cc. powdered sulfur; 5cc. hydrous copper sulfate; 3 small lumps charcoal; 1 piece steel wool; 50cc. powdered aluminum.

Other materials: 6 500cc. beakers; 6 100cc. beakers; 2 glass rods; 2 small test tubes; 1 metal test tube; 2 bunsen burners, with rubber connections; 6 wood splints; $\frac{1}{2}$ pint unsilvered glass Dewar; 2 carnations (flowers); 6 cranberries; 1 pencil; 2 rubber nails; 1 block wood; 6 small corks; 3 ft. length heavy string; 2 candlesticks; 1 box kitchen matches; 2 tennis balls; 1 chlorine generator; 2 dry cells; 3 ft. wire solder; 15 ohm copper wire coil; 1 flashlight bulb; 1 cigar; 1 large safety glass; 1 pr. safety or dark glasses; 1 iron sand bath; 1 small iron dish; 2 small candles; 1 50 lb. block of ice; 1 large tea kettle.

Introduction

Perhaps you all didn't know that the air we breathe everyday is composed of many different elements and substances. Actually the only component we use to sustain our life is oxygen, but in varying amounts dust, pollen, water vapor, carbon dioxide, sulfur dioxide, smoke, nitrogen, helium, neon, argon, krypton, and xenon are present in the air also.

Liquid air is obtained by successively cooling and expanding air until it has been lowered to such a temperature that it cannot exist as a gas anymore, and it therefore liquefies. In the process, all of the components except nitrogen and helium are removed, along with oxygen, before the remaining three turn to a liquid.

When liquid air has been allowed to sit around for about thirty minutes, most of the nitrogen evaporates off, so the remaining liquid is practically pure oxygen, since the percentage of helium is extremely small.

Liquid air or liquid oxygen must be shipped and stored in vacuum-jacketed vessels. As a rule the liquid obtained from chemical companies will be fairly pure oxygen instead of liquid air, but it will be suitable for most of the demonstrations. Large quantities of the air are best shipped and stored in large metal Dewars, which are special types of vessels. Liquid air must never be corked tightly, because no matter how efficient the vacuum jacket may be, heat will leak in and the temperature will rise unless free evaporation is permitted, and as the tempera-

ture rises the pressure will increase until either the stopper is driven out or the vessel is ruptured.

Experiment 1: (performed by student)

Pour about 5cc. of liquid air into the metal test tube. Cork it tightly and point out over the audience. The cork will soon be driven out with quite a large pop. Repeat the experiment, and allow the audience to scramble for the corks.

Experiment 2: (performed by student)

The relation between the density of liquid air and water and its change as the liquid boils. Fill a 500cc. beaker two-thirds full of water. Pour in 50cc. of liquid air, and test the escaping gas with a glowing splint.

Liquid O₂ is 1.14 times more dense than water. Since liquid air is less dense than water, liquid nitrogen must be considerably less dense than water. The boiling point of liquid nitrogen is -195.8 degrees Centigrade, while the boiling point of liquid oxygen is -183 degrees Centigrade. If you are wondering what is meant when we say Centigrade, just remember that it is merely another means of expressing temperature.

On the Centigrade thermometer, water boils at 100 degrees and freezes at 0 degrees. By a way of review, you all should try to remember that the boiling point of liquid air is from -195 to -183 degrees Centigrade, and then try to understand how low a temperature that represents, since water boils at 100 degrees Centigrade. To illustrate this last concept we will perform a few experiments on the freezing ability of liquid air.

Experiment 3: (performed by student)

Fill $\frac{1}{2}$ pint unsilvered glass Dewar half full of liquid air. Show that a carnation is unharmed by rolling it between the fingers. Immerse the carnation in the liquid air long enough to wet it thoroughly, remove, and crumple between the fingers. Repeat with the second carnation, and throw it out to the audience. Allow time for the uproar to die down.

Experiment 4: (performed by student)

Place six cranberries in a 500cc. beaker. Pour liquid air over them. Give the beaker a shake. As the cranberries become frozen they will rattle against the glass like marbles. Pour off the excess liquid and throw the frozen cranberries out over the audience.

Experiment 5: (performed by instructor)

Pour about 150-300cc. of mercury into a 500cc. beaker. Have a student hold a pencil down into the middle of the mercury. Fill the

beaker with liquid air, and allow to sit until the mercury has hardened. When the mercury has hardened, break the beaker from around it, and hold it up for the audience to view. Immerse the rubber nails in liquid air for a few seconds. Remove the nails and drive them into the block of wood with the mercury hammer. Explain that mercury, although a metal, is a liquid at room temperature, and that it freezes at -40 degrees Centigrade.

Experiment 6: (performed by instructor)

Pour 20-25cc. of alcohol in a 100cc. beaker. Pour in 35cc. of liquid air. Stir with a glass rod. When the alcohol is between frozen and liquid, remove a lump from the beaker and display to the audience.

Explanation: Alcohol freezes at -117.3 degrees Centigrade. It has a very nasty tendency of clinging to skin and producing severe freezes, that resemble burns, when they have reached room temperature. You probably have all wondered why we have not practiced more caution while working with liquid air. The explanation is quite simple. There is no danger to the experimenter from splashing liquid air, because even if it apparently strikes the hand or face it will not really touch the skin. The explanation for this is to be found in the fact that liquid air in apparent contact with anything at ordinary temperatures assumes the so-called spheroidal state, that is, the air is caused to evaporate so rapidly that the rush of gaseous air keeps the liquid from actually touching the object. This can be demonstrated in several different ways.

Experiment 7: (performed by student)

Pour 100cc. of liquid air in a 500cc. beaker. Dip the fingers in the liquid, being careful not to touch the sides of the beaker. Pour some liquid air over the hands and arms. Throw the remainder of the liquid out over the audience. A few students will be struck by the liquid but none of them will be harmed.

Experiment 8: (performed by instructor)

Pour about 50cc. of liquid air into the mouth, being careful not to touch the lip of the beaker to the lips. Blow the liquid out over the audience. Repeat once or twice.

Experiment 9: (performed by student)

Draw a small test tube out to a point and anchor a piece of string to the middle on the inside. The string is held in the center of the open end of the mold by a cork split in half lengthwise. A slit is cut in the top of the cork to

hold the string in place. Half fill the tube with kerosene and insert into liquid air. The kerosene should not be allowed to become too brittle. The tube is plunged into water and the candle removed by the wick. Place the candle in a candlestick and light. It will burn with a sooty flame. Be sure the liquid air from this experiment and from the one with alcohol is discarded, as it may form a violently explosive mixture, if any amount of alcohol or kerosene has mixed with it.

Experiment 10: (performed by student)

Pour liquid air over a tennis ball in a 500cc. beaker. Remove and hurl to the floor. Throw the pieces out to the audience. Repeat with the remaining tennis ball.

Experiment 11: (performed by student)

Into each of three small test tubes pour 5cc. of red lead, powdered sulfur, and hydrous copper sulfate. Insert the tubes in a 100cc. beaker of liquid air for a few minutes. Remove and display to the audience. The red lead will become yellowish, the sulfur will become white, while the blue copper sulfate will change in color very little.

Experiment 12: (performed by instructor)

Set up the chlorine generator and pass the gaseous chlorine into a large test tube immersed in a 500cc. beaker of liquid air. When about 10cc. of liquid chlorine have been obtained, display to the audience.

Experiment 13: (performed by student)

Place the tea kettle on the block of ice. Pour in at least 200cc. of liquid air. Show how the liquid continues to boil, even though the kettle is on the block of ice. Remove the frost from the bottom of the kettle. Hold a bunsen flame under the kettle. The liquid air will boil more violently, but a coat of crystals will form on the bottom where the flame is striking. Explain that even though the hot flame is striking the kettle the liquid air is so cold that carbon dioxide will solidify right in the flame. Carbon dioxide turns into a solid at -78.5 degrees Centigrade.

Experiment 14: (performed by student)

Coil the wire solder into a compact spring. Demonstrate that the coil will hold no weight, but will straighten out if pulled from one end. Pour liquid air over the coil in a 500cc. beaker. Remove the coil and display how it will now support weight and act as a spring.

Experiment 15: (performed by student)

Explain that a decrease in temperature in-

creases electrical conductance in metals. Place a 15 ohm copper wire coil between two dry cells and a flashlight bulb. The bulb will be very dim. Cool the copper coil in liquid air and repeat. The bulb will glow at its regular brightness, but will become dim as the coil warms up.

Experiment 16: (performed by student)

Pour 25cc. of liquid air in a small beaker. Plunge in a glowing splint. Explain the facts that oxygen supports or permits combustion or burning, water extinguishes fire, and gasoline and other fuels burn.

Experiment 17: (performed by student)

Insert a piece of charcoal heated to redness into some liquid air. Hold the charcoal in a pair of tongs. Explain that charcoal burns in liquid air at about 2,000 degrees Centigrade, and liquid air is approximately -183 degrees Centigrade only a fraction of an inch from it.

Experiment 18: (performed by instructor)

Light a cigar and take a few puffs. Dip the glowing end in a small beaker of liquid air periodically to produce a brilliant pyrotechnic-like display.

Experiment 19: (performed by instructor)

Dip a piece of steel wool in some liquid air. Place in such a position that the safety glass is between the wool and the audience. Make sure that a pair of safety or dark glasses are worn for this experiment. Carefully touch a bunsen burner to the saturated steel wool, and step back, as many sparks will fly.

Experiment 20: (performed by instructor)

Make sure there is no fire or sparks near the experiment. Place an iron sand bath in a level position on the block of ice. Put into the iron dish in the sand bath 50cc. of powdered aluminum. Wet the powder down with liquid air, using enough to cover it. Place a small candle in a candle holder two feet or more in length. Light the candle and keep close watch of the contents of the dish. As soon as the last drop of liquid disappears, and the still moist aluminum begins to form craters and to resemble a pancake ready to be turned, apply the candle flame to the aluminum near the center of the dish. Have your eyes narrowed to a slit, and the instant you see that the aluminum has taken fire, close them completely and step back.

Explanation: Aluminum will burn with a blinding flash, and the dish will be largely burned and melted. The temperature change is great during the very brief period of burning—

going from -183 degrees Centigrade to a temperature above the melting point of tungsten, 3400 degrees Centigrade. Caution the audience that those having very sensitive eyes should partially close them or look away.

CONCLUSION

Applications of Liquid Air: The largest single use for liquid air is in the commercial production of oxygen, which involves the liquefaction of the air and its fractional distillation. At the same time that the oxygen is secured the more volatile constituents of the air (helium, neon, and nitrogen) may be concentrated in one portion and the less volatile (argon, krypton, and xenon) in another. Therefore, these gases, with the exception of helium, are chiefly by-products of the oxygen industry.

The explosive property of mixtures of liquid oxygen and combustibles has been successfully applied for industrial blasting.

One very important application for liquid air is its use as an aid in research. It is a very useful agent for this purpose, largely because of its low temperature. If temperatures no lower than -78.5 degrees Centigrade are needed they may be secured more economically by dry ice than by liquid air. We may safely predict that liquid air will never be used extensively for ordinary refrigeration nor for the transmission of power, because it is too expensive and too inefficient.

The Story of a Selfish Girl

PATRICIA DLOUHY

LEE KIRKPATRICK

MARGE BIERSACH

Elgin High School

Elgin, Illinois

Approximately seventy students were used in this Christmas production. The assembly is divided into six scenes, each representing a store window. The story is held together by appearance of the selfish girl in each scene.

SCENE 1

Narrator: Christmas is coming but what good is that? It means spending money on presents for a brat. It's time to buy presents for those who are dear— To me that's the one I see in the mirror.

The good part of Christmas, as you can see,
is if and when they buy presents for me.
Looking in store windows can be loads of
fun.
I could spend Christmas vacation looking in
one.
I like to pretend almost everything can walk,
dance around, swirl around, and even talk.
Yes, windows are like pictures framed on all
sides.
Within each one a story hides.

Action: Note: The girl who portrays the selfish
girl must have acting ability and if pos-
sible some dance knowledge.
She enters, sits on top riser, looks in non-
existent mirror, etc. (Improvise accord-
ing to narration.)
On line, "Yes, windows are like pictures"
girl is in front of risers (window) facing
them and with hands outlines picture
frame.

Narrator: Oh, here's a pretty window all bright and
gay,
In this one a story's on display.
The word SPORTS is spelled out by the
figures of store dummies, that come to
life when Jo-Joy, who appears in the fun-
nies,
Sprinkles them from head to toe with his
wondrous magic snow.
They come to life and skate and ski about.
I then somehow enter the scene and skate
the best without a doubt.
Everyone watches me spin and leap through
the air, but when Frosty the Snowman en-
ters they don't even know
I'm there—it just isn't fair!

Action: Figures enter from right and left and take
their places on the risers pantomiming
the word SPORTS. They freeze until Jo-
Joy (a boy who is extremely agile and
versatile is ideal for this part) pantomimes
action (wonderment at the still figures,
throwing snow to awaken winter sports).
(The motive is to awaken winter sports.)
Reacting instantly to snow, girls stretch
and yawn as though awakening from a
long sleep. Coming down from the risers,
they begin to skate.
Meanwhile, the selfish girl, wishing to be the
center of attention, walks haughtily to
center of lower riser, puts on non-existent
skates, and leaps and waltzes while store
dummies look on enviously, then gradually
withdraw.
Suddenly attention is diverted to Frosty the
Snowman (a girl who is a fairly good
dancer should play Frosty). The store
dummies flock around Frosty and pack
snow around him (to the song "Frosty the
Snowman"), to make a snowman. The
selfish girl, completely ignored, withdraws
from scene. Frosty dances down to Jo-Joy.
They do a Jessie-Polka step in front of the
skaters who have formed a semi-circle in
back of the couple. Frosty then beckons
the line to follow and they exit.

Music: "Winter Wonderland" as background music.
"Skaters' Waltz" for skating.
"Frosty the Snowman" from Frosty's en-
trance to exit.
(All music was recorded.)

SCENE 2

Narrator: In front of this window, schoolgirls are
singing—
As foolish as can be.
Besides, they draw attention away from pret-
ty little me.
Oh! They all look so happy and gay!
Maybe I—no, I'd rather be by myself any-
way.
There's a Santa with his pot—
If he thinks I'm going to give him any
money,
Well, I'm not.
Even small children are giving a coin.
Santa then smiles at them, and now they are
going.
What's this? — A man has entered the win-
dow.
Why, I think he's going to put on a pup-
pet show!

Action: Students depicting typical Christmas rush
shoppers walk by. At right of risers is a
Salvation Army Santa Claus. Group of
schoolgirls enter and sing "Jingle Bells"
in pantomime. Selfish girl stands at side
with appropriate dramatic action. Stud-
ents portraying puppets and the manipu-
lator enter store window and present the
blind man's buff scene from Dickens'
"Christmas Carol."

Music: "Jingle Bells Fantasy"—schoolgirls' panto-
mime.
"Winter Wonderland"—background.
"Jingle Bells Fantasy"—puppets.
"White Christmas"—exit.

SCENE 3

Narrator: Oh, this window is filled with things for
girls just like me,
Nail polish, lipstick, and perfume by Dupree.
But it's very hard to please me.
I just don't like anything here that I see.
I don't want the lipstick, I have enough at
home.
And I don't want the perfume called "Ecsta-
sy in Rome."
I don't use powder, so that's out of the ques-
tion.
Nail polish and cologne to me are no sensa-
tion.
Maybe I'm just an unappreciative girl.
May I—Oh, what a beautiful locket of gold
and pearl.
See how it sparkles, see how it shines!
If only, if only, if only it were mine!
But I have an imagination, so why can't I
pretend

Action: That it is mine, for pretending has no end.
Characters in mechanical motion enter and
arrange themselves on risers. Three girls
standing back to back portray perfume
bottle; three girls kneeling, a cologne
bottle; girls to hold lipstick, powder, and
nail polish, two girls holding a large
pasteboard locket, which is very shiny and
beautiful.
Selfish girl enters and stops in front of
risers.
Mechanical action of models speeds up as if
anticipating their acceptance. She discards
items, and as she does so they cease motion.
When she notices locket, it unwinds.
She exits, choosing none of the items in the

- window, followed by models still in character.
- Music:** "Swiss Music Box"—plays in background through entire scene.
"Silent Night"—music box for models.
- SCENE 4**
- Narrator:** Oh, there's a Korean poster in that window over there,
A picture of our boys on sea, on land, in air.
A picture of our boys in Korea far away.
How is their Christmas, is it happy, is it gay?
They are in a country where people are starving,
While we at home our turkeys are carving.
They plead to us for help, and ask us not to fail.
A lady walks by reading such a plea
She received in the mail.
It says "GIVE — EVERY WOMAN — GIVE — EVERY MAN"
Give what you will, give what you can.
Whatever you give — your gift is great,
So give now, friends, before it's too late."
- Action:** Three boys in uniform enter cautiously and go up the risers.
A gunshot is heard, and one of the boys falls.
A medic enters, and the scene is frozen with the medic giving a blood transfusion while the two buddies watch. A woman enters reading a letter. The selfish girl stands in awe and humility. On-lookers leave and the soldiers exit helping the wounded boy.
- Music:** "Marche Slav"—Tschaikowsky.
- SCENE 5**
- Narrator:** Oh, this window is terrible,
For here I am in rags,
Not a dress like the rest around me,
But one that sags and bags.
- Action:** Six girls enter in formals. They dance just out of reach of selfish girl, who tries to reach them.
- (Choreography may be done by students)
- Music:** "Waltz of the Flowers" from the "Nut-cracker Suite"—Tschaikowsky.
- SCENE 6**
- Narrator:** It's getting cold out here in the snow,
There's a painting by Michelangelo.
Oh, what a wonderful, wonderful scene,
The coming of the Christ Child—
Why, it must be a dream.
The angels hasten to prepare the Madonna before morn,
For unto us a Child is born.
People walk to the altar two by two, and three by three.
They bring their offerings for the poor before Thee.
What should I give that would make someone glad?
A ball, a book, a skirt made of plaid?
No, I'll give something more precious yet—
My new gold and pearl priceless locket!
Perhaps I should be sad to part with such a treasure,
But somehow it gives me unmistakable pleasure.
Oh, thank you, God, for opening my eyes,
All this while, why didn't I realize
That giving is better than receiving?
That there is a sacred feeling when you
- help the grieving.
What is more precious, more holy,
Than being meek and acting lowly.
The Madonna moves, her face is all aglow—
Oh, Blessed Savior, you did let me know
It isn't what's on the outside that counts—
What good is money, glamorous clothes, and bank accounts
If you're mean, selfish, conceited, and cruel like I've been.
Oh, thank you, God, for making me see that real beauty comes from within.
Happiness is something that grows deep, deep inside.
Dear God—I don't ask you forgiveness—it's too late for that,
But I thank you for making me see I've been a selfish little brat.
Let everyone lift their heads and let their praises flow,
Singing "Joy to the World" through once, then hum as you go.
- Action:** Angels enter wearing very simple but colorful costumes.
Several students enter with children and kneel before risers.
Selfish girl enters and kneels also. Madonna enters from concealed steps at back of risers. People go forward and present their offerings. In keeping with the narration, Madonna steps down and extends hand to the selfish girl, then resumes original pose. Student body joins in singing "Joy to the World," then exits.
- Music:** Chimes, a medley of Christmas carols, until worshippers enter. When Madonna moves there is complete silence until "Joy to the World."
- Note:** No scenery was used except the four risers and flats, all of which were painted a dead black.
Music was on a tape recorder.

What You Need

SAFETY PUBLICATIONS

The Association of Casualty and Surety Companies has been one of the pioneers in promoting programs and activities for highway safety through driver education programs in secondary schools. The association has published text books and supplemental materials and has provided teacher training and consultation.

The following materials are available for promoting traffic safety programs. 1. "Driver Education in Secondary Schools — What? Why? How?" 2. "Common Sense Pays Off." 3. "Traffic News & Views." 4. "How to Attack the Traffic Accident Problem In Your Community." 5. "Resource Data Sheets." 6. "Driving Knowledge Quiz." 7. "Safety Film News." 8. Other materials.

The foregoing material is available from the Accident Prevention Department, Association of Casualty Companies, 60 John Street, New York 38, New York.

ASSEMBLY PROGRAMS

for January

January is the month named for the two-faced Roman god, Janus. Janus was thought to be the original god of light and day. Gradually, he became the god of beginning and end. His head adorned the prow of ships found on Roman coins.

Romans celebrated New Year's Day with feasts and presents. Under the Caesars, gifts were presented to the emperor.

As late as 1692 English nobility gave their rulers purses of gold. Under the Tudors and Stuarts, all persons gave gifts to friends with the wish that the new year be a happy one. Gloves and pins were expensive. "Pin money," in the modern speech originated from this custom.

Americans celebrate the day in accordance with customs of the community in which they live. Football games, festivals, and carnivals mark the calendar. The most elaborate is the Tournament of Roses at Pasadena, California.

Young Americans make resolutions full of hope and ambition. Their enthusiasm inspires the assembly committee to try, "To Make the Best Better."

Interview Techniques

In developing speech skills, specific training in interviewing is often neglected. A good interview is appreciated by audiences. The underlying principles of interviewing develop ability to communicate and co-operate.

Inquiries, complaints, and announcements are simple forms of interviewing. Personality, journalistic, and salesmanship interviews demand more skill. Radio and television emphasize the need for training in the activity.

The qualities or principles of good conversation are applicable to interviewing techniques. Tact, understanding, listening ability, adaptability, fluency, and poise are among primary requisites. However, the interview for an assembly program requires a flexible plan. Ideas and questions must be adapted to the points given by the person interviewed. The interviewer must keep his purpose in mind and must know when the climax is reached. Tact is essential. The student and sponsor must plan and organize ideas. Continuity and guidance are provided by the interviewer. However, the person being interviewed does most of the speaking and the

interviewer adapts his remarks and questions to the interviewee.

Dr. Harold P. Zelko, Pennsylvania State College, outlines steps to be followed:

1. The Approach—Involves the physical setting and manner of getting started.
 2. Attention—The opening remarks, greeting, common ground, and purpose of the interview.
 3. Need or Problem or Drawing Out—Pointing out the situation, information needed or problems to be solved.
 4. Solution—Arriving at solution, plan or action desired.
 5. Action—Pointing up the specific action or steps to be taken as result of the interview.
- Assembly programs provide opportunity for presentation of interviews on current topics, biographical experiences, and public service problems. Explanations are suggested. One student assumes the responsibility for explaining a simple scientific experiment. Mr. Wizard is interviewed on a television program. A press interview is another type in which information is requested.

A fourth type is the dispute or complaint. In life situations these are serious but on the assembly program they can be humorous. If the wrong kind is presented, be sure to show the correct way. The wrong-doer must reform or he must receive punishment.

The last type is the persuasive interview including making a sale. This type is interesting. Show the five steps on a poster. A ladder design is effective.

SCHOOL ACTIVITIES ASSEMBLY

Assembly Committee

Suggested Scripture: Mark 4:21-23

The television show "I've Got a Secret" provided the theme for an assembly under the direction of Mrs. Delyte Poindexter, chairman. This assembly can be used for any January program.

The emcee was a tall boy who spoke fluently and was well-poised. The panel was composed of three teachers and two students.

Requisites for selection of participants include pleasing personalities, quick thinkers for clever guesses, and fast pick-up on comments. The tempo must be rapid similar to that for television. The secret is flashed on a small screen (down left) on the stage. A large blackboard can be used. A skeletonized script follows:

We Have a Secret

EMCEE: Good morning, we are going to try to stump an Enid High panel. On the stage today we introduce: Mrs. McCreary, Mr. Smith, Mr. Provost, Carol Shelp, and Bud Champlin. The secrets today concern the school in action, especially the athletes. Our first guest is Sandra Barris, a cheerleader.

1. Sandy's secret is something she would like to know about one of the football players. (Three minutes are used for limit.)

Sandy's secret is flashed on screen: Are H.L. Crites freckles painted on?

2. Our next guest is a newcomer to Enid High, Jamie Brown. Jamie's secret is an opinion that he has recently made.

Jamie's secret: I like Enid, Oklahoma, better than Sherman, Texas.

EMCEE: Speaking for Enid High School. We pause briefly for an important announcement.

At this time a two-minute skit shows a girl trying to find telephone numbers. An announcer back stage gave the commercial. He emphasized the need for buying the student directory.

3. Now, we return to our secrets. Our next guest is Miss Moore, sponsor of the Student Council. Something happens to her when the word "football" is mentioned.

Miss Moore's secret: My right foot itches when football is mentioned.

4. Terry Ingram, Captain of the Football team, has a secret ambition.

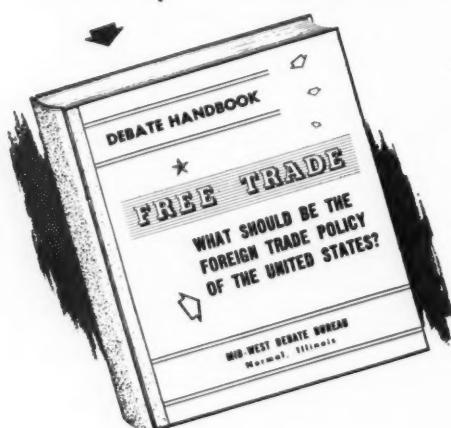
Terry's secret: My ambition is to sing in the Girls' Glee Club.

The commercial was a two-minute skit featuring the Quill Weekly, the school newspaper. An interview is effective. A school reporter interviews Mrs. Beth Pratt who attended a State Convention of Biology Teachers.

5. Mr. Keeton, the football coach, is our next guest. While in high school Mr. Keeton has a secret concerning one of his activities.

Mr. Keeton's secret: He crowned the May Queen.

DEBATE Materials



THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1954-1955

WHAT SHOULD BE THE FOREIGN TRADE POLICY OF THE UNITED STATES?

DEBATE HANDBOOK	\$3.35
(Extra Copies to the same school).	2.00
SET OF SPEECHES	1.50
(Extra Copies to the same school).	1.00
YOUR GUIDE TO EFFECTIVE REBUTTALS....	1.75
(Extra Copies to the same school).	1.00
DEBATE REVIEW	2.25
DEBATE TIME CARDS.....	.35

★ COMBINATION OFFER

Consisting of one Debate Handbook, One Set of Speeches, and the "Debate Review."

PRICE \$6.85

(Your Guide to Effective Rebuttals included in Combination offer for \$1.00 additional)

★★ SCHOOL OFFER

Consisting of five (5) Debate Handbooks, One Set of Speeches, and the "Debate Review."

PRICE \$13.65

MID-WEST DEBATE BUREAU
NORMAL, ILLINOIS

Our next feature is a guest soloist. Two short popular songs were sung.

A commercial concerning basketball practice was given. The style was that of Jack Webb in *Dragnet*.

6. Our next guest is a celebrity, Miss Judy Grove, our football Queen of the year. She has a secret about football players.

Judy's secret: I wish I knew who nominated me for queen.

7. Our last guest is Mr. Selby, our principal.

His secret was: We will open our new cafeteria and auditorium soon.

A singing commercial was given for the cafeteria and the closing number was a trumpet solo. Teachers can plan and do the commercials. Television can be used as a tool for learning.

MARCH OF DIMES ASSEMBLY

Student Council

Suggested Scripture: John 4:46-54

The March of Dimes is conducted in every community in America. This public service can be used to emphasize the health assembly. Community leaders can give many acceptable suggestions. Talks on the successful progress in prevention are interesting.

Handicapped students sometimes volunteer to give wonderful talks. Barbara Latta, a high school senior, spoke for the Art Club on a recent assembly. Her talk was very effective.

The history of the day, honoring ex-President Franklin Roosevelt, can be reviewed. The history classes can furnish details.

Precautions to take regarding the disease are interesting. The swimming classes can show how water therapy helps recovery. The physiology classes may explain by diagrams what causes lameness.

Then, there are numerous films available. "Your dimes count" can make a good assembly program.

A TRIAL ASSEMBLY

Sophomore English Classes

Suggested Scripture: Matthew 27:11-25

The sophomores study *Silas Marner* in literature. This classic of British authorship depicts numerous problems in human relationship. Squire Cass and his sons, Dunstan and Godfrey, portray father and son problems. Others are immature and irresponsible. Of course, Silas is repressed and miserly. Dolly Winthrop is neighborly and sympathetic.

Boys and girls really enjoy the study of character if they are motivated to produce a radio,



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television, or assembly program in the form of a court trial.

The legal approach is fascinating. A judge, the defendant, Silas Marner, and witnesses from Eppy to the Rector appear. A jury may be used. The trial must be limited to thirty minutes.

Opening statement of Godfrey's attorney should be similar to the following:

Ladies and gentlemen of the Jury:

Godfrey Cass, my plaintiff, by action of this court wishes to recover the custody of his eighteen-year old daughter Eppie . . . (Several reasons are given).

The defendant's lawyer states his case:

Silas Marner, my client, is an excellent and competent guardian for Eppie. I shall prove that he is a good citizen . . .

The class or script writers should prepare questions for use in examining the witnesses.

Cross-examining witnesses is necessary. These questions are similar to one used for Dolly Winthrop: Is it not true that you devoted some time to the care of Eppie because Silas Marner did not understand the rearing of a child?

Committees for properties can make the judge's bench by covering a table with brown paper. The costume committee arranges for the old English costumes. The teen-agers will enjoy learning the legal procedure and their performances will reflect imaginative skill and competent teaching.

If a trial procedure is impossible, the tavern scene can be used. A radio script is easily written. Fourteen minutes is the regular broadcasting time.

ASSEMBLIES THAT WERE SUCCESSFUL

Cushing High School

Cushing, Oklahoma

Cushing High School reports a Fire and Accident Prevention assembly. Fire Chief Karl Kantz introduced the year's slogan: "Let's grow up, not burn up!" His talk emphasized careless causes of fire. Trooper Tom Hall was in charge of second part of the program. He stated that the month of Child Accident Prevention stressed better relationships for pedestrians and drivers. A film entitled "Tomorrow's Drivers" was shown.

Another assembly report is an original play written and produced by Mr. Jack Yancey's American History Class.

Life in the Colonies depicted daily customs, entertainment, and beliefs of the colonists. Carol Brown gave an interesting talk about Quakers. More of this original drama needs to be used on assembly programs.

OIL ASSEMBLY Senior High School Wichita Falls, Texas

Mayor Lloyd C. Thomas introduced Mr. D. Cline, who reviewed the history of the oil business in Texas and around Wichita Falls. Mr. Cline is an outstanding citizen and oil man of that city.

Miss Louise Kelly and Mr. J. W. Williams were praised for efficiency in interviewing pioneers of the oil industry.

This assembly was held during October. Home room representatives toured the oil industry according to the **Coyote** News published by Senior High School at Wichita Falls, Texas.

In this assembly, civic leaders cooperated to make a superior rating in assembly scoring.

Memorial High School Enid, Oklahoma

The **Spotlight** from Memorial High School at Enid, Oklahoma, reports a Fire Prevention Assembly. Bob Vance of Vance Air Force Base was guest speaker. Mr. Roy Kelly and Mr. Tom Jones presented demonstrations on causes and prevention of fire. Three Junior High School students received awards for slogans.

In a later assembly, the general business classes presented two original skits: "Financial Folly" and "Keeping a Budget."

Southwest High School Kansas City, Missouri

Redskin Revels selected the theme: "New York, New York! It's a wonderful town!" The background for the talent parade featured the Statue of Liberty, Coney Island, and Skyscrapers.

Students were required to file entries for try-outs. Finalists presented their acts in the auditorium. Musical accompaniment was provided by contestants. A sketch of costumes and the complete act was presented at the try-out.

This school has solved the problem for finding talent for assembly programs. This is a problem found in high schools with large enrollments.

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News Notes and Comments

Gas Station in the Sky

On an average of once every 15 minutes, seven days a week, big flying tankers of the USAF make contacts with other airplanes in flight for aerial refueling.—Planes

American Folklore Materials Available

The National Conference American Folklore for Youth has distributed to teachers and librarians thousands of free bibliographies and reprints dealing with the American Heritage. All materials have been carefully selected and tested for serviceability to hardworking teachers and librarians.

Among other things, they feature a wall-size map of American folklore and legend for fifty cents a single copy, three copies for one dollar. Send orders to the organization located at Ball Teachers College, Muncie, Indiana.

AMC Produces School Music Films

Sound for three full-color slidefilms on school music has now been produced on one side of 12-inch discs that can be used on any 33 1/3 rpm phonographs. The 16-inch discs originally available limited the use of the film in some instances.

The three films, widely used by schools and community groups, are focused on school music and intended to stimulate the interest of school children and their parents in greater musical participation. In constant demand throughout the country, the 15-minute films can be scheduled by contacting AMC at 332 South Michigan Avenue, Chicago 4. They are shipped postpaid and without charge.

Tape Recorder Use Booklet

Over 1500 uses for a tape recorder are outlined in the new 14-page booklet "Words and Music," offered free upon request by the Webster Electric Company. The booklet is designed to show prospective recorder purchasers how they will benefit by owning one and helps in broadening the activities of those who may already have recorders.

The "Words and Music" booklet is available by writing to the Sound Sales Division of the Webster Electric Company, 1900 Clark Street, Racine, Wisconsin.

Schoolmobile in Community

In a number of cities school buses converted into traveling exhibits which go into all areas of the town create much interest according to the report of a teacher from the West. Special displays in classrooms for parents are drawing cards for parents of the younger children. On the high school level fashion shows for parents with daughters modeling their own handiwork have attracted parents and relatives.—Jeanette Thoroughgood, Newark, Delaware, High School, Delaware School Journal

Pan American Friendship Club

The national office of the Pan-American Friendship Club, Southern California, keeps members informed of chapter activities through an attractive monthly bulletin, "Pan-American Briefs." Among the many programs and Pan-American Day events reported, as especially noteworthy projects were the Pan-American Day program at Rivera, Calif., in cooperation with the American Legion Auxiliary, and the Pan-American exhibit arranged by the Pasadena Chapter for the local Public Library in honor of Pan-American Week. — Pan-American Union Briefs, Washington 6, D.C.

Schools Operate Airplanes

Colleges and universities in eleven states of this country own and operate a total of 111 airplanes, according to a survey just completed by the Aircraft Industries Association, as stated in "Planes."

More than 110 airplanes are owned by the various schools, most of which are single engine utility planes. However, a few of them are twin engine aircraft.

Logging almost 14,000 hours in the air each year, these planes perform just about every type of job familiar to utility aircraft, ranging from actual airline pilot training to aerial application on school farm lands and aerial mapping and photogrammetry.

Students Are TV Fans

The first major study into family TV habits and attitudes showed that children today average 13 hours a week viewing TV programs.

The great majority of children's TV shows are westerns—which averaged 10.5 violent epi-

sodes per hour. Some children's programs averaged as high as 25 violent scenes an hour.

Nearly 70 per cent of the parents favored children's TV fare as it stands; some 25 per cent, mostly in the upper income brackets, were strongly critical and wanted radical improvements.

The survey was sponsored jointly by the National Council of Churches and by Yale Divinity School.—Minnesota Journal of Education

U.N. Stamp Club

The United Nations Stamp Clubs, a project conducted by **Scholastic Magazines** in cooperation with the U.N., reports that over 2,500 branch clubs have been formed with total membership exceeding 15,000.

Branch clubs are active in every state and in Canada. Requests for membership are coming in from the United Kingdom, Spain, East and West Germany, the Netherlands, Haiti, Brazil, South Africa, Japan, and other lands.

For the present UNSC membership is limited to the United States and Canada because of currency regulations and the difficulty of mailing information kits promptly to clubs around the world. — Scholastic Magazines, McCall Street, Dayton 1, Ohio

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Publication Photographers Are Important

Editors and sponsors should recognize photographers as important members of the yearbook staff and allow them to participate in all planning sessions. Photographers should not be regarded as step-children to do the drudgery while others crib the credit for a good book.

When planning the yearbook, it's best to look to other high school annuals and to picture magazines for alive, modern, dramatic presentation of ideas through pictures.

Production of a yearbook or a paper should be an educational experience subject to the same margin for errors and judgment that is considered in other school courses. Thus, early training of junior photographers through actual assignments and work with senior staffs could prepare them for better senior staff service.—Photolith

Pen Pals Available

Boys and girls—and teachers, too—who are interested in having pen pals in countries around the world should write to International Friendship League, Inc. More than 200,000 American boys and girls are making friends with young people in all countries of the free world in this way. They are doing their bit, through the exchange of friendly person-to-person letters, to improve mutual international understanding. At the same time, they get real personal enjoyment from these friendships.

Teachers of history, geography, civics, languages, and social studies find the letters from abroad helpful in the classrooms, because they contain a wealth of interesting up-to-the-minute information. It gives pupils practice in writing good letters and learning to express themselves.

For further information, send a self-addressed stamped envelope to the International Friendship League, Inc., 40 Mt. Vernon Street, Boston, Mass.— Illinois Education

New Labels for Tape Recordings

Identification of tape recordings is made easier as the result of a new pressure-sensitive labeling tape called "Scotch" writeon tape No. 48. It provides a continuous roll of 40 printed labels that stick at a touch to the reels themselves. Complete with a convenient metal dispenser, the new labeling tape features a special mat finish that can be written on with pen, pencil, ball point pen, or typewriter. The $\frac{3}{4}$ -inch-wide tape retails for 25 cents in 100-inch lengths and for \$1.25 in lengths of 66 feet.—The Texas Outlook

How We Do It

OUR STUDENT COUNCIL MEETS DAILY

Editor's Note: This is a continuation of the article, by the same title, included in the November issue of SCHOOL ACTIVITIES. Minutes of meetings held by the Inglewood, California, High School Student Council, during various periods of the school year are included. The council meets daily, as a regularly organized class, during the school year.

STUDENT COUNCIL MINUTES

February 15, 1954

The meeting was called to order at 10:10 by the President, Gene Parker, and the minutes were read and approved.

The following requisitions were approved: Poster and advertisements for the Inglewood Relays, \$25.00, officials for the wrestling tournament at Beverly Hills, \$3.75.

The campus was reported fairly clean except in the area by the auditorium. The lounge was reported in good condition.

Bruce Marsh reported on the Junior Sweater Assembly.

Reports from students attending Service Clubs were given. Tom Montgomery reported on Kiwanis, Larry Bishop on Optimist, and John James on Coordinating Council.

Roy Benstead reported that a special beverage bar where students who bring their lunches may buy milk, orange juice, and other drinks is now being arranged in the regular snack bar. This is the result of his committee's work and is for the convenience of the students.

Discussion was then held on what to do about the three underclass students who behaved badly in the student lounge during the 5th period yesterday. It was finally decided that it would be a good idea to invite these students to come to the student council to talk the matter over and try to find out what caused the trouble and how to stop it.** Gene will make a preliminary introduction explaining to the students why they have been invited to the council and then members will ask the following questions:

1. What caused the trouble in the lounge the other day?
2. Why do you come to the lounge?
3. What activities would you like to have at lunch time?
4. Is closing the lounge the answer to the problem?
5. Would you accept the responsibility of supervising the lounge for a week?

6. Would you come to the lounge and do the same thing all over again if the lounge is re-opened?

At the bell the meeting was adjourned by the president.

Respectfully submitted,
Pat Stoll
Secretary

**This discussion and decision to invite the troublesome students to the council was the beginning of the plan to have an Advisory Board.

STUDENT COUNCIL MINUTES

February 18, 1954

The meeting was called to order at 10:10 by the President, Gene Parker. The minutes were approved as corrected.

It was moved, seconded, and carried to accept the following requisitions: Numbering machine, \$20.00; Swimming-Whittier Relays entry, \$20.00; Two tickets to the Santa Monica Dance @ \$2.50, 5.00; Addition to the requisition for food for the wrestling tournament, \$1.50.

Hugh Johnson gave the campus report. He has changed some of the areas which the clubs are to supervise. The cafeteria and student lounge were reported in good condition.

Carol Jones gave a report concerning the House of Representatives meeting.

The President announced that Jaryl Cramton has been appointed as a student representative to attend the Lion's Club every Wednesday instead of Hugh as Hugh is unable to attend.

Objectives were then discussed. The following are the objectives as they now stand:

Student Council Objectives

First semester 1953-54

- I. Campus Beautification
 - A. Cafeteria and Campus Clean up
 1. Improve campus eating areas
 - a. Better placing of cans
 - b. Better eating accommodations
 - c. More trees and shrubbery
 2. Better Publicity
 - a. El Centinela
 - b. Signs
 - c. Announcements
 3. Student supervision of eating areas
 - a. Clubs—campus
 - b. House of Representatives—Cafeteria

- c. Sentinel Service Club — Student Lounge
 - 4. Better relations with custodians
 - a. Include them on any committees that may need their help
- II. Increase Participation In Student Government**
- A. Elections
 - 1. Have El Centinela write up duties of different major offices in House, Council, and Cabinets
 - 2. "Get out the Vote" contest with some school in the Bay League
 - 3. "Talk up" offices to all students
 - B. Publicize Council projects to student body —such as CASC
 - C. Class visitation to council
- III. Increase School Spirit**
- A. More Publicity
 - 1. Publicize minor sports
 - 2. Student Activities
 - B. Increase attendance at school events
 - C. Inspire feeling of pride in the school
 - 1. Create more class solidarity
 - a. Intraclass contests, privileges, etc.
 - 2. More intramural sports
 - 3. Create new traditions
- IV. Increase Participation in School Activities**
- A. Have more participation in all sports
 - 1. Have more publicity
 - a. Campus clubs
 - 1. Club announcements read over PA system
 - 2. Have club meetings written up in El Centinela
 - b. Girls' sports
 - 1. Bigger write-ups in paper
 - c. Boys' B, C, and JV sports
 - 1. Write-ups in school paper
 - 2. Have announcements of games in bulletin
 - 3. Wallet size schedules of all sports
 - d. School Dances



- 1. Write-ups in school paper and Inglewood Daily News
 - 2. Posters put up around campus
- V. Promote Better Relations with the Faculty and Community
- A. Faculty Reception
 - 1. Invite House to participate in the presentation of this reception
 - B. Promote more courteous behavior towards the faculty
 - C. Cooperate with community in civic drives
 - 1. Volunteer services
 - a. Collection of donations
 - b. Hanging posters
 - c. Selling
 - D. Continue to send representatives to community service clubs
 - 1. Have the El Centinela Editor prepare general reports for representatives every Monday
 - E. Invite guest speakers to talk before council on community affairs.

At the bell the meeting was adjourned by the President.

Respectfully submitted,
Pat Stoll
Secretary

STUDENT COUNCIL MINUTES

March 16, 1954

The meeting was called to order at 10:10 by the President, Gene Parker. The minutes were approved as read. There was no treasurer's report.

The campus, cafeteria, and lounge reports were given. Barry Billington reported on the Assembly Committee.

There was a discussion about the Honor System. It was thought best to contact students in other schools concerning their honor systems and to concentrate on setting up a Student Advisory Board at this time.

Tom Montgomery moved that as an experiment the Student Body President and the Executive Board pick a Student Advisory Board composed of five boys and five girls. The motion was seconded. There was much discussion pro and con. Previous question was moved, seconded, and carried. The main motion was carried.

Hugh Johnson moved that the term of the members of the Advisory Board be one semester. It was moved and seconded to table this motion indefinitely. The motion was carried.

Carol Jones conducted a Section Meeting, reading parts of the School Bulletin and calling special meetings to our attention. She announced

that two classes were coming to visit the Council meeting tomorrow.

The meeting was adjourned at the bell by the President.

Respectfully submitted,
Pat Stoll
Secretary

STUDENT COUNCIL MINUTES

March 23, 1954

The meeting was called to order at 10:10 by the President, Gene Parker. The minutes were approved as read. It was moved, seconded, and carried to pass a requisition for the Band Festival, \$27.00.

Carol Jones conducted a Section Meeting.

The campus, cafeteria, and lounge reports were given.

Tom Montgomery and Liz Blek gave a report on the Advisory Board Meeting. They felt that it was very successful. They said that the students who came for counseling were very cooperative and appreciative of the attitude taken by the members of the board.

Tom reported on a student court which he had visited. He felt it was a farce.

The President announced that Rosalie Wallace is planning to run for a California Association of Student Councils office. She will head a discussion group, "Student Council Objectives." Suggestions for her to use in conducting the meeting were:

1. Show a copy of our objectives
2. Not have too many objectives but practical ones
3. Explain why objectives are important
4. Explain how we have council recommendations

Other suggestions for our delegates to take to their discussion groups are:

School Spirit Second Semester

1. Tell about all of our school objectives
2. Explain how we have our Pep Week
3. Tell about the Basketball Tournament
4. Get, from other schools, ideas concerning Pep Week games

Objectives for CASC next year

1. Be sure to have some former CASC delegate attend

Ways of financing school activities

1. Explain that the main function of student council is not to raise money. Leave it to class cabinets.
2. Explain about Noon Movies, Juice Machines, Juke Box.

Improving Student Body Elections

1. Have a big campaign and much publicity

2. Get out the Vote Contest with other schools
3. Handle as close to community elections as possible
4. Explain how we hold elections

Organization and Program of Boys' League

1. Explain how our Boys' League is run
2. Encourage as much participation as possible

New approaches to Campus Clean-up

1. Tell of our Clean-up plan
 2. Explain about our Clean-up assembly
- How are Student Government organizations preparing students for Democracy?
1. Explain how we have House and Council as a regular class
 2. Explain how we have our Student Government

Traffic Safety Program in your school

1. Sophomore Driver Training

There was a discussion on Service Points. Larry Bishop presented a motion in writing to amend Article VIII Service Points, Section E. b., by adding "any team or individual winning Bay League honors, (1st team Bay League, any team CIF) regardless of how received, gets 10 Service Points. Limit of 10 points per individual per sport. The motion was seconded, and then tabled for further discussion tomorrow.

At the bell the meeting was adjourned by the President.

Respectfully submitted,
Pat Stoll
Secretary

STUDENT COUNCIL MINUTES

June 3, 1954

The meeting was called to order at 10:10 by the President, Gene Parker. The minutes were approved as read. The treasurer reported \$18.88 from the Noon Movies. It was moved, seconded, and carried to approve the following requisitions: Golf transportation to Montebello, \$4.00; Expenses for El Centinela Bound volumes, \$25.00.

The campus, cafeteria, and lounge reports were given. Jaryl reported on Lions and Paul on the Big 3. Tom Montgomery and Liz Blek re-

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ported on Freshman Orientation. The Boys' League and Girls' Athletic Association reports were given. The President reminded Council that the term reports are due Tuesday.

The President read a letter from the Greek School. A yearbook will be sent to them.

There was discussion on recommendations for next semester's council. The following were suggested:

1. Encourage council visitation
2. Continue the campus and cafeteria plan
3. Continue having the Advisory Board
4. See that the beverage bar is continued
5. Arrange for Presidents of large clubs to be in Pep Club
6. Work on the Student Government Banquet early
7. Have History Book publicized
8. Better explanation to the student body on voting procedures
9. Put on an assembly publicizing duties of officers
10. Have seniors be responsible for 4th period lounge supervision
11. Have Pep Assemblies with other schools
12. Have a "Get out the vote" contest with Morningside
13. Mention Rifle Club
14. Plant shrubbery around floodlights of the Bulletin Board
15. Publicize minor sports
16. Have a Band and Drill team representative on the School Spirit Committee
17. Work on obtaining a Block I
18. Training on Parliamentary Procedure
19. Start planning Pep Week the first semester
20. Continue the Wallet size Sports Schedule Committee
21. Plan a parade for the Grid Queen crowning game
22. Have an outdoor rally
23. Create better relations between House and Council
24. Study revision of the Service Point system
25. Continue supporting the Greek School
26. Appoint a committee to maintain the Bulletin Board

At the bell the meeting was adjourned by the President.

Respectfully submitted,
Pat Stoll
Secretary

—Lou McMonies, Vice Principal, Inglewood High School, Inglewood, California

Comedy Cues

Without Medical Assistance

"You've been a pretty sick man," said the doctor. "In fact, I may say that it was only your strong constitution that pulled you through."

"Well," returned the convalescent, somewhat testily, "I trust you will remember that when you come to make out your bill."—Ex.

Rockets Away!

Two workers in the perfume industry were worriedly discussing their future.

"We soon will be facing a new crisis," moaned one disconsolately.

"How is that?" asked the other.

"Well, tell me, how are perfumes going to get through to men when everybody wears a space helmet?"—Ex.

It Went Thataway

The absent-minded professor was having a physical exam. "Stick out your tongue," ordered the doctor, "and say 'ah'!"

"Ah," said the professor.

"It looks all right," nodded the M.D., "but why the postage stamp?"

"Oh-ho," said the professor. "So that's where I left it!"—Ex.

Parental Understanding

"Daddy, do you think mother knows much about raising children?"

"What makes you ask that?"

"Well, she makes me go to bed when I'm wide awake—and she makes me get up when I'm awfully sleepy!"—Ex.

Could Be

The talkative lady was telling her husband about the bad manners of a recent visitor. "If that woman yawned once while I was talking to her," she said, "she yawned ten times."

"Perhaps she wasn't yawning, dear," the husband said. "Maybe she wanted to say something."

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a Little Drill ^{never}_{hurt} Anybody

—review in *The Civic Leader*

The review says: "The successive printings of this supplementary textbook—this is the ninth since 1942—have been prepared especially for students in grades 6-10, but they have proved to be almost as useful throughout the entire senior-high-school course.

"The authors apparently feel—and we agree heartily—that a little drill-work never hurt anybody. Just as drill is essential in learning basic number combinations, so it is equally vital in order to gain facility in the use of maps, charts, encyclopaedias, card catalogs, and in learning to take notes, make outlines, or prepare good reports.

"In addition to providing useful units of

skills study, this book relieves teachers and librarians of the onerous task of preparing such materials. Each unit is organized to include directions to students, practice materials, a test, and a retest. This 'Individual Self Testing Key' enables pupils to check their own (or one another's) work and to proceed independently.

"The book has a reading difficulty of sixth-grade placement. Selected units may be taught as needed during the year, or the work may be covered by an average class in a short course of six to seven weeks."—Review in *The Civic Leader*, Civic Education Service, Washington, D.C.

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